

AN EXPLORATORY STUDY OF PERSONALITY CHARACTERISTICS
OF CAREER AND NON-CAREER WOMEN

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INTRODUCTION

1. "National and international organizations are taking note and arranging for surveys on one of India's conspicuous social trends. It concerns educated women turning increasingly to professional careers in recent years in Bombay, Delhi and other cities.

"Sociologists say the trend has come to stay and is the outcome of progress in education, the economic difficulties of the present day, and the new urge of women to look beyond their homes for self-expression. They believe a silent transformation is taking place with women breaking away from accepted traditions."

The investigator of this study had felt the importance of research in the field of women and their changing roles in the progressing society. It was felt that more and more educated women in India will face the problem of how to combine satisfactorily the roles of a career woman and a housewife. Since the time of the Industrial Revolution, the politico-socio-psycho-biological milieu has changed in the West. This has brought changes in the roles of women in general and many more women now enter career there. The impact of industrialization is being felt in India also. New physical and psychological needs have been created. Standard of living and competitive spirit will still go up. Men alone will find it difficult to shoulder the responsibilities of maintaining the family. It is believed that the average life span of a woman in general will increase on account of medical advancement. Various commercial agencies and institutions will further reduce the responsibilities of a housewife towards her children and domestic work. With smaller families to care for, a woman in India will find sufficient time and years at her disposal. Along with her responsibilities of rearing children, she might be able to utilize this spare time fruitfully for the economic progress of her family.

Many educated women in India believe that a woman's place is in the divine home in her traditional role of housewife only. These women may fail to understand the career woman who works outside her home.

"Job-consciousness in Women" - The Hindustan Times, November 1, 1963, New Delhi.

↓ In the light of the above discussion, many problems related to the roles of women may arise:-

1. Are the two roles of a housewife and a career woman mutually exclusive?
2. In what way can these roles be combined satisfactorily?
3. Is there any evidence to support the belief that career woman develops certain traits which may become detrimental to the happiness of her family and may interfere in her functioning as a housewife and mother?
- of,
4. Are there any personality characteristics which may differentiate between career and non-career women?

Much work in this field has not been done in our country.

The approach to the problem of women's role can be multi-dimensional. Sociologists, economists, demographers and psychologists can view this problem from different angles. One single study cannot do justice to the various aspects. This study is an attempt to see if there is any possibility in the direction of understanding the problems of career women in India in terms of personality-patterns. Hence, it was decided to compare a group of career women with a group of non-career women, to know if there was a difference in their psychological needs and personality characteristics. The variables — age, education and economic status — were controlled. Edward's Personality Preference Schedule was used as a tool to assess the psychological needs. Supplementary information was gathered by personal interviews.)

It is speculated that an assessment of the need patterns of a potential worker would help both employee and employer in finding out the suitability of a person having a particular psychological need-pattern for a specific job.

COLLECTION OF THE DATA

The Subjects of the Study

This study was confined to career women who had committed themselves to their occupation for more than nine years. For this reason it was decided that unmarried young career girls would be excluded because of their uncertainty for the career. The mature women, who had taken up career seriously and were devoted to it, were considered more suitable for the sake of this study. These career women between the ages of 36 to 51 years were eminent in their fields. They were college teachers, principals, writers, administrators, doctors and one psychologist. A list of these women was prepared and a forwarding letter was sent to each of them requesting them to spare their few busy hours for the interview. The investigator sought final appointment time on a telephone call and was highly grateful to all these ladies who showed willingness to cooperate for the sake of this study.

To get a comparable non-career group with more or less the same age range, qualification and socio-economic status, a member of a committee of a residential area was approached. Through her help a list of non-career housewives was prepared and they were approached in the same fashion. The investigator was thankful to all those women who could devote time for this study despite their heavy domestic duties and social responsibilities.

It was intended that two factors be controlled. One was that all the subjects of this study should be minimum graduates and should belong to more or less upper socio-economic strata. In this way we could control the influence of education and economic reasons as the cause for entering a career. Hence these two factors and age were kept comparable in the two groups.

Career Group

Following are the characteristics of the subjects of the career women;

1. Age vary from 35 to 45 years; average 42.8 years.
2. Marital Status — 14 married; 3 unmarried.
3. Educational qualification; B.Sc. 1; M.B.B.S. 2; M.A. 13; and Ph. D. 1.
4. The range of years of service varied from 9 years to 25 years.
A few of them had worked earlier intermittently and now for some years they were in the present jobs.
5. The subjects were college lecturers, principals, writers, doctors, administrator and a psychologist.

6. From the data about their family, parents' qualifications and profession, their socio-economic status was assessed. It was assumed that the subjects belonged to middle middle and upper middle class.

Non-career Group

The 20 non-career housewives formed the other group. Five of them had worked varying from 6 months to 5 years in some capacity long before they got married. None of them were on any paid job at the time of the interview. Following are the characteristics of this group:

1. Age range: 34 years to 52 years; average = 39.8 years.
2. Marital status - all married.
3. Educational qualification: 13 graduates and 7 M. A.
4. Most of them probably belonged to upper middle and upper socio-economic class.

The group on the whole consisted of mature women who, it was assumed, would have developed certain fixed pattern of living and thinking and who would be consistent in what they express.

The Nature of the Psychological Tools:

Two tools were employed. One was a personality test. Edward's Personality Preference Schedule and the other one was an open-ended questionnaire.

A. Edward's Personality Preference Schedule -- EPPS

This Personality Preference Schedule gives information on relatively independent normal personality variables. The statements about these personality variables proper to measure the 15 manifest needs as has been present originally by H. A. Murray and others.

The EPPS was selected over other inventories because it had some advantages.

1. EPPS Provides information on 15 normal personality variables in relatively short time. Usually other inventories deal only with limited number of variables.
2. EPPS can be answered even in the absence of an investigator.
3. The items are worded simply and refer to familiar situations. Hence it does not offer difficulty in identifying and understanding the situations.
4. Unlike many other inventories EPPS provides a score which indicates consistency of responses.

5. EPFS is mainly a research tool and is suited in those normal cases where results can be revealed to the subjects if they so desire without in any way offending them. Some other inventories which purport to measure traits like anxiety, neuroticism etc. present problems in reporting the scores to the subjects.

The personality variables and needs dealt in EPFS are given below along with the nature of information which they elicit:

- "1. Achievement: To do one's best, to be successful, to accomplish tasks requiring skill and effort, to do difficult job well, to be able to do things better than others.
- "2. Deference: To get suggestions from others, to find out what others think, to follow instructions and do what is expected, to praise others, to conform to custom and avoid the unconventional.
- "3. Order: To have written work neat and organized, to make plans before starting on a difficult task, to keep letters and files according to some system, to have meals organized and a definite time for eating, to have things arranged so that they run smoothly without change.
- "4. Exhibition: To say witty and clever things, to tell amusing jokes and stories, to have others notice and comment upon one's appearance, to be centre of attention, to ask questions others cannot answer.
- "5. Autonomy: To be able to come and go as desired, to say what one thinks about things, to be independent of others in making decisions, to avoid situations where one is expected to conform, to avoid responsibilities and obligations.
- "6. Affiliation: To be loyal to friends, to form new friendships, to make as many friends as possible, to share things with friends, to form strong attachments.
- "7. Intracception: To analyze one's motives and feelings, to put one's self in other's place, to analyze the behaviour of others, to analyze the motives of others, to predict how others will act.
- "8. Succorance: To have others provide help when in trouble, to seek encouragement from others, to receive a great deal of affection from others, to have others do favours cheerfully, to be helped by others when depressed.

- "9. Dominance: To argue for one's point of view, to be a leader in groups to which one belongs, to be regarded by others as a leader, to persuade and influence others to do what one wants, to supervise and direct the action of others.
- "10. Abasement: To feel guilty when one does something wrong, to accept blame when things do not go right, to feel better when giving in and avoiding a fight than when having one's own way, to feel timid in the presence of superior.
- "11. Nurturance: To help friends when they are in trouble, to assist others less fortunate, to treat others with kindness and sympathy, to do small favours to others, to sympathize with others who are hurt or sick.
- "12. Change: To do new and different things, to travel, to meet new people, to eat in new and different places, to try new and different jobs.
- "13. Endurance: To keep at a job until it is finished, to work hard at a task, to work at a single job before taking on others, to avoid being interrupted while at work.
- "14. Heterosexuality: To go out with members of the opposite sex, to be in love with some one of the opposite sex, to participate in discussions about sex, to listen to or to tell jokes involving sex.
- "15. Aggression: To attack contrary point of view, to criticize others publicly, to make fun of others, to tell others of when disagreeing with them, to get revenge for insults, to become angry."

Certain common sex practices prevalent in the U.S.A., where the test was standardized, are foreign to Indian culture. This provoked some resistance in the subjects. Except for this variable on heterosexuality, cultural bias has not obviously entered in respect to the other variables. It is assumed by Edward that "matching statements for different personality variables upon the social desirability scale values of the statements would tend to minimize social desirability as a factor influencing responses to the items."E

The reported test-retest reliability vary from .74 to .88 for the 15 personality needs. The split-half reliability coefficient varies from .60 to .87(a)

The coefficients of validity as measured against subjects' and teachers' rating have not been given, but it has been reported in the Manual that coefficients are low. However, this does not mean that the test is not valid,

Unless the validity of the criterion is established, it is not easy to ascribe the low coefficients to the test itself. In this case, one has to depend on the content validity of the test as defined by the items of the scale.

The test is based on forced choice technique. The subjects of this study found both parts of certain items not at all applicable and difficult to choose one from the other, especially the items on heterosexuality and aggression. Hence they left some items unanswered. Therefore, the scores on the needs of such subjects have been approximated according to the direction in the Manual.

B. The open-ended questionnaire

With the use of an open-ended questionnaire, many advantages were seen. Our purpose was to find out if the two groups would be discriminated on personality needs and attitudes, etc. Hence, open-ended questionnaire which was fairly unstructured was framed to permit a free response. In this way suggestive responses were avoided and the subjects were allowed to respond in terms of their own frame of reference and in terms of factors which were salient to them. This also provided the factors which were prominent in the thinking of the individuals. We could thus get fairly detailed picture of their attitude, especially the dynamics of their basic needs. Some of the questions functioned as projective ones and were revealing.

The open-ended questionnaire gave information on the following:

1. The early family environment
 - a) the relationship among parents
 - b) the attitude of parents towards higher education for girls
 - c) the nature of discipline exercised.
 - d) the subject's reaction to parental discipline.
2. The nature of the fantasy life of the subjects, her aspirations and desires.
3. The types of schools and school activities in which subjects participated.
4. The attitude toward work and the nature and degree of satisfaction derived therefrom.
5. The concept of one's own competency, abilities and capacities.

Altogether 54 questions tapped the areas of childhood and family experiences, education, goals and occupations and self image.

The information elicited on these questions were to be compiled in such a way as to show some trends which may form a pattern and which could be related to the need patterns of the two groups.

The questions asked to the subjects and their compiled responses are given in the appendix.

The questionnaire had many limitations, particularly because it was in open-ended form.

1. Firstly, the questionnaire was very lengthy and it took usually $1\frac{1}{2}$ to 3 hours for its compilation and hence it was often tiring.
2. There were no fixed categories. Often answers tended to be lengthy and irrelevant and hence difficult to record.
3. No qualitative treatment of the data was possible. We had to resort to qualitative analysis.
4. Some questions were not relevant to the non-career subjects and no substitute questions were supplied.
5. Some questions tended to be repetitive and some others were kept purposely vague to invite people to talk. These questions were, however, difficult to answer.
6. Few questions on childhood experiences and fantasy which taxed remote memory of events were reported as difficult to answer. The reliability of such answers would be doubtful.

A pilot study of 5 working women was conducted with the aim of improving the questionnaire. As a result, it was oriented more towards the career than the non-career group.

The place of interview was either offices or homes as was convenient to the subjects.

Administration of the Tools

After introducing the purpose of the study, the questionnaire was administered. Questions were asked and investigator wrote down their responses. This took time usually varying from one and a half to three hours.

The Edwards Personality Preference Schedule and its recording form were then given to each subject to be filled at their leisure. They were requested to follow the directions carefully. The completed EPFS was collected either right after the interview in some cases or on a second visit or it was returned by mail. All the 30 non-career housewives returned it, but three of the career women could not and hence in the final study, only 17 career women were included.

ANALYSIS OF THE DATA

The KFPS record of each individual was scored according to the instructions in the Manual. Incomplete answer sheets were approximated and scores on each of the 15 needs for each subject were obtained.

To find out if there was any significant difference between the needs of the two groups, t-test was used.

The values of 't' for each of the fifteen needs have been given in Table I.

The responses on the questionnaire were qualitatively treated. Since it was an open-ended questionnaire, responses were of varied nature. However, similar answers and those having approximately the same meaning were put into arbitrary categories. Two category- responses like 'yes', 'no', 'favourable' and 'unfavourable' were not difficult to record. But subjective judgement entered in grouping other responses. The reliability of these categories may be questionable.

Tabulation of the Responses

| Question Q.1 | Career Group | | | | | | | | | | | | | | | | | Total fre- quency | Rank- ing | Non-Career Group | | | | | Total fre- quency | Rank- ing | |
|--------------------------|--------------|---|---|----------|--|--|--|--|--|--|--|--|--|--|--|--|---|-------------------------|--------------|---------------------|---|---------|---|---|-------------------------|--------------|---|
| Subjects | 1 | 2 | 3 | 17 | | | | | | | | | | | | | | | 1 | 2 | 3 | 20 | | | | | |
| Categories of answers | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A.1 | / | / | / | | | | | | | | | | | | | | / | 4 | 1 | | / | / | / | | 3 | 2 | |
| A.2 | | / | | | | | | | | | | | | | | | | 1 | 3 | / | / | / | / | / | | 5 | 1 |
| A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| : | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| : | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A.m | / | | | | | | | | | | | | | | | | / | 2 | 2 | / | / | | | | 2 | 3 | |

The above tabulation represents graphically the way in which the responses were analysed.

A tally for each response was ascribed to each subject. Rows represented the categories of answers and columns represented the 17 and 20 subjects in the two different groups. The final column for each group represented the frequencies of occurrence of all those responses arranged in rows. It did not represent number of cases. Therefore, total number of different responses on a particular question often exceeded the number of subjects unless the categories were independent of each other. When the total number of responses were not equal to the number of cases in such categories, it was because either the questions were not applicable to the subjects or they refrained from answering them.

The responses for each question were ranked in order of frequency of its occurrence. This was done separately for the two groups. Often the same answers got the same ranking for both the group. A particular response which occurred less frequently in one group as compared to the other and got a relatively lower rank was assumed to be not as important as it was for the other group. These questions were open-ended and subjects ~~revealed~~ had their own frame of reference.

If the rankings for them were different by 3 or more ranks, then it was tentatively assumed that some different trend or emphasis may exist in the two groups. Further investigation was suggested in those areas where some differences appeared between the two groups. Omission of any response by any group suggested that probably it was not considered important by that particular group. This was taken into account.

In this way, there was two-way comparisons: one between the two groups and the other within the same group. These comparisons could reveal trends in the two groups which might differentiate them from one another. ~~Within~~ The basic assumption was that the two groups of career and non-career were not different from each other. Therefore, one should keep in mind the basic similarities in the ~~gtwo~~ groups while analysing.

The psychological needs which were found to be significantly different in the two groups were viewed in the light of the trends found to be dissimilar in the two groups, i.e., the needs were explained in terms of the background of experience in the section of "Discussion".

FINDINGS

The data have been analysed both quantitatively and qualitatively. Table I refers to the results of the EPFS and Table II refers to some characteristics of the two groups.

Table - I

The means of the scores, mean difference, standard error of the difference and t-ratio for the two groups on each of the 15 personality variables.

| Sl. No. | Personality (NEEDS)variables | MEAN | | S. E. | t |
|---------|------------------------------|-----------|------------|-------------------|------|
| | | Career | Non-Career | | |
| | | \bar{X} | \bar{Y} | $\bar{X}-\bar{Y}$ | |
| 1 | Achievement | 16.94 | 16.65 | 0.29 | 4.38 |
| 2 | Deference | 13.83 | 13.75 | 0.40 | 3.36 |
| 3 | Order | 14.29 | 17.90 | 3.61 | 4.57 |
| 4 | Exhibition | 10.65 | 10.45 | 0.20 | 4.08 |
| 5 | Autonomy | 13.76 | 13.65 | 0.11 | 4.76 |
| 6 | Affiliation | 14.88 | 10.62 | 4.26 | 3.05 |
| 7 | Intracception | 13.29 | 15.95 | 2.54 | 3.63 |
| 8 | Succorance | 9.65 | 13.10 | 3.45 | 5.03 |
| 9 | Dominance | 15.41 | 12.05 | 3.36 | 4.14 |
| 10 | Abasement | 14.29 | 14.15 | 0.14 | 6.38 |
| 11 | Nurturance | 17.06 | 18.45 | 1.39 | 4.02 |
| 12 | Change | 13.29 | 14.15 | 0.86 | 4.75 |
| 13 | Endurance | 19.35 | 18.70 | 0.65 | 4.81 |
| 14 | Heterosexuality | 7.12 | 4.20 | 2.92 | 5.16 |
| 15 | Aggression | 12.24 | 10.20 | 0.96 | 4.97 |

* Significant at .05 level

From Table I it can be seen that the values of student's ratio ('t') for the needs of dominance and affiliation of the career group were significantly higher for this group at .05 level. This indicates that the career group had greater needs for dominance and affiliation than those of the non-career group.

The values of student's ratio for the needs of order and succorance of non-career were significantly higher for this group at .05 level. This indicates that the non-career group had greater needs for order and succorance than those of the career-group.

Qualitative result based on the analysis of questionnaire

Certain facts about the two groups as found out in the questionnaire are given in Table 2.

Table - 2

Average age, qualifications and marital status of the two groups

| | <u>Career</u> | <u>Non-career</u> |
|----------------------|---------------|-------------------|
| Average age in years | 43.3 | 39.8 |
| Qualification | | |
| Graduate | 3 | 13 |
| Post-graduate | 14 | 7 |
| Marital Status | | |
| Arranged marriage | 4 | 15 |
| Love marriage | 10 | 5 |
| Unmarried | 3 | 0 |

All questions and answers are not discussed here. Only those which give indication of some difference and are more or less discriminatory are dealt with.

The specimen of the questionnaire is given in the appendix.

1. To some extent and in some form parental disharmony, parental incompatibility and consequently unsatisfactory home life was frequently reported in the career group. There was an omission of such a statement from the non-career group. The significant fact here is that one group has mentioned and the other group has not.
2. There was a tendency on the part of the career group to be relatively more rebellious to the parental discipline. Resentment was expressed with less inhibition. Some of the statements were "I fought violently with him (father)", "Resented mother's domination, revolted and showed it," "Sometimes I used to get mad", "hated my father," "I hated to come back home."
3. Relationship with the father/^{was} more than formal compared to that with the mother in the case of career women. Ambivalence towards parents and difficulty in expressing positive feeling towards father was indicated in the career group. Positive attitude towards parents, especially father, was reported more often in the non-career group.

4. Having a career and a profession was mentioned as much more important than marriage by the parents in certain cases of the career group.
5. About half of the career group reported that they undertook the responsibilities to do their studies well and one-third of this group reported that they were voracious readers. There was omission of this statement in the non-career group. Frequency of mentioning household duties was much greater in the non-career than in the career group.
6. Debating, studies, dramatics and games were some of the school activities in which the career group participated more often and did well.
7. One-third of the career group reported that they were selected as class leaders. There was an omission of this statement in the non-career group. More often than not the subjects of the career group were selected as presidents, secretaries, editors of students' organization.
8. The responses on three more or less similar questions were considered together. These were questions dealing with early image and vision for any other occupation, adolescent day-dreamings and subjects' aspirations. In the career group the subjects reported that they thought fairly often such as teaching, medicine, writing, law, social work and administration. Interestingly enough, ten of seventeen did somehow become more or less what they aspired to be.
9. The responses most often reported by the career to the question as to what factors helped them in the achievement of their goals were habit of hard work, perseverance, patience, self-confidence, courage, conscientiousness, inclination and habit of exactness. Parental and husband's encouragement and non-interference were more often reported by the non-career group as response to this question. However, more non-career than career subjects reported that they had not achieved their goals thus far.
10. About three-fourths of the career reported that they were satisfied with what they were doing. In the non-career group this feeling was less marked.
11. The career women seemed to be more certain about their future plans. They reported that either they would remain in their job or continue to read, write or go abroad for further studies. The non-career women reported that they might do "something" or "some" part-time job or social work when their children would grow up.

The following questions and responses deal with the nature of the work of the two groups.

The responses of the career group to the question "Why do you work?" were as follows:

The work is liked and it is intellectually exciting and challenging; it gives economical security; it is difficult to stay at home.

The responses to the question "What values did you see in entering your present way of life?" are given below:

One can have intellectual and emotional satisfaction; one can contribute in moulding the character of future citizens; one can be economically independent and have the freedom of thought and action.

The question "What are some of the satisfying things of what you do?" was answered as follows:

The intellect is sharpened by discussion; creative writing influences people which gives a sense of satisfaction; meeting interesting people and the feeling that one is useful is satisfying.

The same question was responded by the non-career group in the following ways:

To see children growing gives a great sense of satisfaction; to see beautiful house running efficiently within the budget gives a sense of achievement; to see husband well-fed and happy and that the admiration from friends and guests as being a good hostess gives happiness.

Below are the answers given to the question "What hindrances get in the way of your achieving maximum satisfaction in your work, outside or inside your home?" by the career group:

Absence of sincerity and inefficiency in work; lack of free expression, nepotism, and corruption come in the way of satisfaction.

In relation to home, it was as follows:

Worries that home and family are being neglected; lack of sufficient time; things done in great hurry bring a feeling of dissatisfaction.

The non-career group said that in-laws and relatives' interference, servant problem are main sources of dissatisfaction.

"What are the factors related to your work which annoy you?"

Routine nature of work, administrative interferences and indifference of authorities, lack of integrity and sincerity were the factors irritating the career women at times, while servant problem and guests and relatives' interference were the main source of irritation for non-career women.

The ways in which husbands actually help their working wives are:

By looking after the children's study and guests and doing some kind of domestic work like shopping, washing and cooking.

To the question whether your children would be better off or would have been happier if you had not worked outside the home, the responses were:

Their children might have been happier and healthier if they had not worked; some of them reported that their children are proud of their mothers being in career; while a few reported that their career has not affected their children in any way.

The following were the responses of the two groups on general problem of career for women and characteristics of an ideal modern housewife and a professional woman,

1. The two main reasons given by both the groups as to why women work outside their homes were the economic reason, the need for independence and to be away from the unpleasantness at home. Non-career group also felt more strongly that career women were temperamentally different and did not like domestic work.
2. As to why many highly educated and well trained women do not work outside their home, the career group gave these responses: They are lazy and desire luxury and comfort. There is a natural tendency to have a home and a family. Temperamentally they are less robust, lack confidence, motivation and are introvert. For non-career group the responses were in the following order. The opposition and objection of husbands, in-laws, laziness and desire for comfort. There is natural tendency to have a home and family. This group did not think that temperamental difference in motivation and robustness was a very important factor.
3. Both group agreed that career and home life could be combined satisfactorily only if certain facilities are available at home. And about the same number in both the groups believed that these two cannot be combined satisfactorily because it always created mental worries and anxieties about home and family being neglected.
4. The two groups agreed that by helping in the household chores, repairing of electrical gadgets and by sympathetic, understanding and encouraging outlook husbands could help their working wives.

5. Both groups agreed that a wife could help her husband by providing a comfortable and peaceful home maintained within the budget, by taking an interest in his work and assisting him and by sympathizing and encouraging him and not nagging.
6. There was basic agreement in the two groups on the description of an ideal Indian housewife. According to them she is one who looks after the discipline and education of the children, and who satisfies husband's needs and is a companion to him. She is the one who maintains a comfortable and convenient home which runs within the budget efficiently but effortlessly and who is less dependent on servants; is educated, well-informed; one who is charming and smart and one who has interests and hobbies outside the home.
7. In describing an ideal professional woman both groups described her in the following manner. She is hard-working, efficient, honest, sincere, tolerant and self-confident, who is charming, dignified and feminine and one who does not throw her weights around. There is, however, one important difference. The career women more often stated that a professional woman should also be as competent as a man and should not ask for concessions because of her sex. The non-career did not state this so often.
8. To the question as to what qualities do you dislike in modern Indian women, there was a difference among the two groups on emphasis. For the career group following was the order of the remarks:
Superficiality
Their concern with fashions, dresses, ostentation, make-up
Selfishness, ego-centricity and snobbery
The non-career reported they disliked the traits in the following order:
Immodesty, frivolity, flirtatiousness and promiscuity
Unintelligent and shallow aping of the West
Over concern with fashions, dresses and ostentations, make-up.
However, the first two responses had not occurred so often in the remarks of the career women.
9. The two groups again differed on the emphasis they placed on the qualities that they would like to see in modern Indian women. For the career group it was in this order:
Open mindedness, alertness and independent thinking
Courtesy, modesty, gracefulness and charm
Courage, confidence and hard-work.

The non-career group reported in the following order:

Courtesy, modesty, gracefulness and charm

Courage, confidence and hard-work

Education and intelligence

Independent thinking is not referred so often by the non-career group.

Certain problems were raised in the section of Introduction. We might attempt to answer them in conclusion of the above discussion.

1. The two roles of career and housewife, it seemed, were not incompatible. Given certain favourable circumstances, the two could be combined fairly satisfactorily.
2. The career women felt the need to be feminine as non-career did.
3. The housewives showed that all their psychological needs were not met satisfactorily at home.
4. There was some evidence that most career women had greater need for dominance and affiliation and most non-career women had greater need for succorance and order. There was no evidence that the two groups were not alike on the other personality needs.
5. The responses to the question whether career for mother could be detrimental to children's health and happiness were divided and nothing definite could be stated.
6. The two areas of work of career and non-career women were quite dissimilar and they presented different problems which called for different adjustments as a result of which they showed some differences in their response-patterns.

DISCUSSION AND INTERPRETATION

No claim has been made for any statistical inferences on the basis of analysis of the questionnaire mainly because the number of cases were few, the subjects were arbitrarily chosen and the categories were not mutually independent of each other.

Pondering over the data collected and the notes taken down in the form of the frequency as shown in the appendix, the results suggested that there was not much difference between the two groups. However, the two groups differed on certain emphasis on different responses and omission of some responses by either group. The two groups on the EPPS were not identical regarding needs for dominance, affiliation, succorance and order.

In the career group some degree of disharmony and incompatibility among parents were reported. This was often the cause of unhappiness, conflict and tension in the family. An ambivalent attitude towards parents could be discerned. This group felt less inhibited to express their feeling of resentment to parental discipline. As shown in the section on Findings, a few subjects stated their rebellious attitude towards father, mother or their substitutes. In other words, they revealed a tendency for resistance and opposition to subjugation.

Half of the career group felt responsible for their studies. This was completely omitted by the non-career group. One third of the career group said that they were voracious readers. In this very group there were 14 post-graduates and only three graduates, while there were 7 post-graduates and 13 graduates in the non-career group.

The career group also reported debating and studies as their main school activities in which they got distinction. Besides, one-third of this group also reported that they were selected as class leaders. This statement was omitted in the non-career group. Also the frequency of being presidents, secretaries, editors in this group was reported more frequent than in the non-career group.

The EPPS also indicated that the career women had a great need for dominance and lesser for succorance and these two needs are complementary.

The career group reported that it was their own hard work, devotion, perseverance, patience, self-confidence, courage and inclination more than any other factor which had helped them to achieve their goals.

From the above discussion, it may be summarised that there was a disposition in the career group to show fairly early the inclination for independent thinking, self-assertion, for leadership.

There is some evidence to believe that perhaps the career women showed less discrepancy between what they aspired and what they achieved. A longitudinal study of their early plans, visions, desires, day-dreams and parents' ambition give a clue to support the hypothesis these dominant, self-reliant personalities may push themselves to achieve the goals and thus show relatively less discrepancies in the level of aspiration and achievement.

The nature of the work for majority of the cases involved intellectual problem and challenges which they liked to deal with. This was the bias of the sample that all the career women were involved in some or the other intellectual activity. This was one of the reasons why they had over and again emphasised independence of thinking, intellectual challenge as exciting and creative writing which enabled them to influence people as a source of satisfaction and sense of achievement.

The career group showed greater need for affiliation as reported earlier. Could we say that the career women have higher affiliation need to begin with? Probably this might lead them to seek new friendships and social contacts for their emotional satisfaction. On the other hand, the non-career group probably have lower need for affiliation to begin with and they find satisfaction with family members alone and do not have to seek it outside.

Administrative interferences and interruptions, lack of sincerity and integrity were the factors related to their work which irritated the career-women. Worries about the unattended duties towards their home and children came in the way of their satisfaction in their work. Some of them did report that perhaps their children might have been happier and healthier if they had not worked. This may indicate that their urge to be at home and be with their children was no less strong than that of the non-career housewives. The career group had said that the reasons why women seek jobs outside their homes were economical, to be independent and that outside work is more exciting and challenging. According to the career group, very highly educated and trained women do not work outside because of their laziness, motherliness and introversion and lack of motivation. The aforementioned discussion suggests that the career women have similar needs as any other women. However, they showed an extra need for independence, need for self-expression and greater motivation.

The concept of an ideal modern Indian housewife was same in both the groups. It was different for an ideal professional women. The career women felt that professional women should be equal to men in competence and they should not ask for any concessions because they are women. This was not

considered as essential, by the non-career group. This might indicate that the career women felt self-assertive, dominant and less succorant.

The positive and negative self-images of the career women were seemed to be different from those of the non-career group. These were inferred from the answers to the next two projective questions. Modern women to them was a reference group. We may assume what they saw in that reference group as undesirable or desirable traits may have in fact reflected their own concept of ego-ideal. To the question what qualities do you dislike about modern Indian women, they had said the following:

- a. Superficiality, b. over-dressing and ostentation, make-up, c. selfishness, ego-centricity and snobbishness.

Probably their central concern for the sake of their work is for free expression, sincerity, honesty, depth, broad-mindedness and magnanimity. Superficiality, show and selfishness they would like to avoid in order to be sincere and serious in their work. This negative self-image is the result of the nature of their work. These qualities were considered undesirable and hence projected to the reference group as qualities in the modern Indian woman which were disliked by the career group.

The positive image of the ego-ideal of the career group was revealed when they stated that the modern Indian woman should be open-minded, alert and independent in her thinking. What the career women might have thought desirable for them was also considered desirable for the reference group; it was again a projection of their own concept.

To recapitulate the main points of the discussion so far about the personality characteristics of the career women:

1. They were the individuals who were greatly concerned with the independence of thought and action.
2. They were dominant, less dependent on others' approval or advice and were less succorant, but showed the need for affiliation.
3. They were the individuals where levels of aspiration and achievement were probably close to one another.
4. As an adjustment to their work, they tried to avoid false values, superficiality and tried to develop a type of mind which would welcome new ideas and new concepts.

In brief, the career women under study showed the following personality characteristics:

The non-career women reported that marriage was inevitable for them and the subjects apparently had no difficulty in expressing positive feeling towards parents. They reported they were responsible for their household duties. In school, they reported they did well in dramatics, dance, music and games. Debating and studies were not so often mentioned as by the career group. There was a significant omission of the statement that they were selected as class-leaders and leadership in other capacities was also less often mentioned.

The ambitions, aspirations, wishes and fantasies were more or less the same as in the career group. However, a few number of women in this group reported that they could not become what they wished to be. They had not reached their goals so far. They were not specific about their future goals, and tended to show a wider gap between the levels of aspiration and achievement.

The world of work of non-career women related to their children, husband and other relations and satisfying the needs of each of them was their duty. It also consisted of running the home smoothly and efficiently with or without any help. This may explain their need to be orderly. The need for order is greater for this group than for the career group.

What annoyed the non-career housewives and came in their way of achieving full satisfaction were their relatives, and in-laws' interference and servant problem. The reasons why highly educated and well trained women do not work outside were opposition from husbands, in-laws, according to the non-career group. This might indicate the feeling of dependence on the approval of these people. This was an adjustment to the situation which required them to be not self-assertive. One way in which the non-career housewife derived their satisfaction was when they were admired for being good hostesses. These facts may be indicative of greater need for admiration and approval — a need for encouragement which was significantly higher for this group.

The negative self-image of the non-career housewife was reflected from the projective question related to undesirable qualities of modern Indian women. This differed only on one issue. They saw frivolity, promiscuity and flirtatiousness as undesirable traits in modern Indian women, also their shallow copying of the West. A woman's central concern is to be loyal to her husband and to be traditionally oriented. Fear of disloyalty and indulgence in fads and fashion might be her central concern which were seen as undesirable characteristics of modern Indian women which is a reference group here.

Their positive image of non-career women were that they should be graceful, feminine and courteous and this was what they would consider desirable in modern Indian women.

To summarize the salient points of the discussion of the non-career women;

1. They were individuals who did not have insatiable desire for dominance or self-assertion.
2. They were emotionally satisfied with the attachments to their family members and showed lesser need for affiliation outside the home.
3. There appears that there is a greater discrepancy between levels of aspiration and achievement and greater need for approval from others and succorance.
4. They feared immodesty, frivolity and indulgence in fads and felt the necessity of sobriety, grace and charm which were essential for the satisfactory adjustment of her own life-space. In other words, their problems of adjustment were different from those of the career-group and accordingly, they made their adjustments.

Limitations of the Study

The study is exploratory. No attempt was made to have a representative sample of a defined population. The study was an attempt to see if there is any possibility in the direction of understanding the problems of career women in India in terms of personality and culture.

No generalization can be made out of this study because the number of cases was small. Sample of career women consisted of only those women involved in intellectual work; some of them were professionally trained and others were not. Their number of years of service had a wide range, i.e. 9 to 25 years. The analysis of the data could not be free from investigator's subjective interpretations. Some parts of the data was based on subject's ability to recall facts of her childhood. Memory lapses are factors which will vitiate the reliability of the data. The differences resulted in the analysis of the data might be the result of cumulative effect of many factors and not due to personality needs alone.

SUMMARY

From time to time, problems regarding the roles of women in society have been raised in various aspects and forms. Whether the twin roles of being a housewife and a career woman can be effectively fulfilled simultaneously has been posed. The present study was to find out if any distinctive personality traits are characteristics of educated career women as compared to non-career women.

The subjects of the study were 17 career women. They were college-teachers, ^{doctors} writers, ^{administrators} and one psychologist. The group had an average age of 43.3 years. Their period of service ranged from 9 to 25 years. Among them three were graduates and 14 held post-graduate qualifications.

The non-career group included 20 housewives with an average age of 39.8 years. Among them 13 were graduates and 7 were post-graduates.

The personality characteristics of the two groups were studied with the help of two psychological tools. One was the personal interview conducted with the help of open-ended questionnaire. It elicited information about subjects' psychological needs, aspirations, attitudes towards women's roles and their sources of satisfaction and frustration.

The other tool employed was Edwards' Personality Preference Schedule (EPPS). It is based on 16 normal personality variables or needs and consists of 225 paired items. From each of these items, one has to select those which characterize oneself.

The analysis of the EPPS results based on 't'-test demonstrated that the career group expressed significantly greater need for "dominance" and "affiliation", while the non-career group showed for "order" and "succorance."

For the analysis of questionnaire, the responses were so categorized as to yield to a qualitative treatment. The statistical approach was not possible because the categories were not independent. Responses were ranked on the basis of frequency of mentioning them and the two groups were compared.

From the analysis of the Personality Preference Schedule and the questionnaire, it was found that the career subjects showed a greater need for independence of thought, action and dominance, that is, need to direct and guide individuals and groups, to persuade and influence people and to assert one's views and opinions. These traits were traced back to their school and college days where they had acted as leaders and debaters. Moreover, they showed a greater need for affiliation, i.e., to share ideas and interests with their friends and to be loyal to them. They showed the desirability for sincerity, honesty and open-mindedness. This group showed less need for approval and help from others. These personality variables are consistent with their role as career women.

The non-career women did not feel the need to exercise dominance and affiliation. They, however, showed greater need for dependency and emotional support from others., i.e., "succourance" and "order". It seems they sought attention, encouragement, approval and love which may be an attempt to adjust to their situation. As a reaction to their peculiar problem of adjustment, they expressed the need for grace, charm, femininity, and suggested caution against fad, fashions and sensuality.

In this study, an attempt has been made to show the various aspects of the problem of the roles of educated women in India. Further exploration and studies would be necessary for the purposes of generalization.

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APPENDIX

| | <u>Career</u> | <u>Non-career</u> |
|------------------------|---------------|-------------------|
| Average age (in years) | 43.3 | 39.8 |

Marital Status

| | | |
|-------------------|----|----|
| Arranged marriage | 4 | 15 |
| Love marriage | 10 | 5 |
| Unmarried | 3 | |

Qualification

| | | |
|----------------|----|----|
| Graduates | 3 | 13 |
| Post-Graduates | 13 | 7 |
| Doctrate | 1 | |

| <u>FREQUENCY</u> | |
|------------------|---------------|
| <u>Career</u> | <u>Non-</u> |
| | <u>Career</u> |

| <u>RANK</u> | |
|---------------|---------------|
| <u>Career</u> | <u>Non-</u> |
| | <u>Career</u> |

Did you think of any childhood experience which might have influenced you to enter the occupation that you were to take up later in life?

Some kind and some degree of disharmony between parents; unhappy home environment

7

1

Non-marriage was taken for granted

6

20

2

1

Played teacher-pupil game, encouraged by teacher

4

3

Did you have any other vision for another occupation before this?

Yes, as a teacher; lawyer; doctor; writer; social worker; (who are in one of these professions)

13
(7)

17

1

1

None

4

8

2

2

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| In your adolescent stage, what kind of day-dreaming did you indulge in? | | | | |
| To be independent, being teacher, doctor, writer, social worker, singer | 10 | 7 | 1 | 2 |
| To have a lover, nice home, children, luxury | 6 | 8 | 2 | 1 |
| To travel and have adventure | 5 | 2 | 3 | 3.5 |
| To be known publically | | 2 | | 3.5 |
| Who were your heroes or models whom you worshipped or what people did you look up to (specially their occupation)? | | | | |
| Political, historical figures, adventurer | 14 | 16 | 1 | 1 |
| Teacher, writer, literary genius | 8 | 7 | 2 | 2 |
| Mother, father, brother | 3 | 5 | 3 | 3 |
| Religious teachers | 1 | 3 | 4 | 4 |
| What did you aspire to become? | | | | |
| To be independent as a teacher, writer, doctor, organizer, administrator (and who have become one of these) | 10 | 8 | 1 | 2 |
| Who could not become what they aspire | 4 | 6 | 2 | 1 |
| Had no ambition | 3 | 3 | 3 | 3 |
| What liberties were you allowed by your parents? | | | | |
| Restricted | 10 | 12 | 1 | 1 |
| Many | 7 | 8 | 2 | 2 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What was your general reaction to parental discipline? | | | | |
| No resentment, resentment not expressed, accepted discipline | 9 | 12 | 1 | 1 |
| Rebelled, resent expressed | 8 | 8 | 2 | 2 |
| Who exercised discipline in your family? | | | | |
| Mother or equivalent | 8 | 7 | 1 | 2 |
| Father or equivalent | 6 | 8 | 2 | 1 |
| Both | 3 | 3 | 3 | 3 |
| Who made the important decisions? | | | | |
| Mother or equivalent | 10 | 6 | 1 | 2 |
| Father or equivalent | 4 | 8 | 2 | 1 |
| Both | 3 | 4 | 3 | 3 |
| For what kinds of things did you turn to your father? | | | | |
| For planning, official and school work | 6 | 6 | 1 | 1.5 |
| For companionship, affection, personal guidance | 5 | 4 | 2 | 3 |
| For financial help | 3 | 3 | 3.5 | 4 |
| Nothing | 3 | 2 | 3.5 | 5 |
| For everything | 2 | 6 | 5 | 1.5 |
| For what kinds of things did you turn to your mother? | | | | |
| For clothes | 7 | 4 | 1 | 4 |
| Indifference to her, no consultation, own decisions | 6 | 5 | 2.5 | 2.5 |
| For personal advice | 6 | 5 | 2.5 | 2.5 |
| For everything | 4 | 10 | 4 | 1 |
| For financial help | 2 | 2 | 5 | 5 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What kind of relationship did you have with your father? | | | | |
| Affectionate, understanding | 8 | 15 | 1 | 1 |
| Not close, formal | 6 | 4 | 2 | 2 |
| Based on equality | 2 | | 3.5 | |
| Mild | 2 | 1 | 3.5 | 4 |
| Not confidential | 1 | | 5 | |
| Respectful and awesome | | 3 | | 3 |
| What kind of relationship did you have with your mother? | | | | |
| Affectionate, understanding, compromising, friendly | 12 | 12 | 1 | 1 |
| Strict, formal, domineering, indifferent | 9 | 6 | 2 | 2 |
| Not confidential | 2 | 1 | 3 | 3 |
| What ambitions did your parents have for your future? | | | | |
| Both parents desired a good marriage | 7 | 13 | 1 | 1 |
| To have a profession and career very important, marriage secondary | 4 | | 2.5 | |
| Mother had no plans | 4 | 1 | 2.5 | 4 |
| Father had no plans | 3 | | 4 | |
| Father for marriage and career both | | 4 | | 2 |
| Mother only for marriage | | 3 | | 3 |
| Did you and your father differ as to your future plans? | | | | |
| No | 13 | 13 | 1 | 1 |
| Yes, with the father | 4 | | 2 | |
| Yes, with the mother | | 2 | | 2 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What kinds of responsibilities did you feel you had to carry? | | | | |
| For studies | 8 | | 1 | |
| Household duties | 6 | 11 | 2.5 | 1 |
| Care for younger brothers, sisters and parents | 6 | 4 | 2.5 | 2 |
| None | 3 | | 4 | |
| What were the various objects and ideals which were considered highly desirable and valuable in your family? | | | | |
| Moral integrity | 12 | 14 | 1 | 1 |
| Intellectual achievement, achievement of perfectionism | 11 | 8 | 2 | 3 |
| Religious and spiritual ideals | 6 | 9 | 3 | 2 |
| Helping the needy, uplift of the untouchables | 4 | 6 | 4 | 5 |
| High standard of well living | 3 | 3 | 5 | 7 |
| Health | 2 | 2 | 7 | 8 |
| Discipline | 2 | 7 | 7 | 4 |
| Music | 2 | | 7 | |
| Simplicity | 1 | 4 | 9 | 6 |
| What was the attitude of your parents towards higher education for girls? | | | | |
| Father favourable | 18 | 18 | 1 | 1 |
| Mother favourable | 15 | 16 | 2 | 2 |
| Mother unfavourable | 2 | 4 | 8 | 3 |
| Father unfavourable | 1 | 2 | 4 | 4 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What were your own reasons for doing advanced studies | | | | |
| To be independent and have a job | 8 | 4 | 1 | 3 |
| Just interested in studies | 5 | 7 | 2 | 1 |
| As a reaction to unhappy home situation | 3 | 1 | 3.5 | 6 |
| Family tradition of high education | 3 | 1 | 3.5 | 6 |
| Examples of other girls doing advanced studies | 2 | 1 | 5 | 6 |
| Desire to be different from other girls | 1 | 4 | 6 | 3 |
| To enhance marriage value | | 4 | | 3 |
| In what kinds of schools have you studied? | | | | |
| Missionary schools | 11 | 11 | 1 | 1 |
| Public school | 5 | 9 | 2.5 | 2 |
| Schools abroad | 3 | | 2.5 | |
| Private school, or college privately done | 3 | 7 | 4 | 3 |
| In what school and college activities did you secure distinction? | | | | |
| Debating | 10 | 2 | 1 | 5.5 |
| Studies | 9 | 3 | 3 | 4 |
| Dramatics | 9 | 6 | 3 | 2 |
| Games | 9 | 6 | 3 | 2 |
| Music, dance | 6 | 6 | 5 | 2 |
| Writing | 2 | 2 | 6 | 5.5 |
| Painting | 1 | | 7 | |
| Needle work | | 1 | | 7 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| Were you a leader of any specific group? | | | | |
| Class leader | 6 | | 1 | |
| President | 4 | 2 | 2 | 3 |
| Secretary | 3 | 3 | 3.5 | 1 |
| Editor & Producer of stage-play | 3 | | 3.5 | |
| Girl-guide leader | 2 | 2 | 5.5 | 3 |
| Representative in Students' Union & Association | 2 | 2 | 5.5 | 3 |
| Music group leader | | 1 | | .5 |
| In what ways did you spend your leisure time? | | | | |
| Reading, writing (poems, essays) | 15 | 14 | 1 | 1 |
| Games, picnics, walking | 13 | 8 | 2 | 2 |
| Listening to music | 8 | 3 | 3 | 6 |
| Drawing, painting | 5 | 3 | 4.5 | 6 |
| Knitting, embroidery, stitching, domestic work | 5 | 6 | 4.5 | 3 |
| Participation in dramatics | 2 | | 6.5 | |
| Visiting people, gossiping | 2 | 4 | 6.5 | 4 |
| Gardening | 1 | | 8.5 | |
| Visiting art galleries | 1 | | 8.5 | |
| Visiting movies | | 3 | | 6 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What were the subjects that you liked most to discuss? | | | | |
| Politics, civic | 7 | 9 | 1 | 1 |
| Music, dramatics, painting | 6 | 5 | 2 | 2 |
| Socio-economic | 4 | 4 | 3 | 4 |
| Literature | 3 | 4 | 4 | 4 |
| Philosophy-religion | 2 | 4 | 6 | 4 |
| History | 2 | 3 | 6 | 7 |
| Character of people | 2 | 3 | 6 | 7 |
| Movie pictures | | 3 | | 7 |
| Clothes and jewellery | | 2 | | 9.5 |
| Home decoration | | 2 | | 9.5 |

What types of stories or novels did you prefer to read?

| | | | | |
|---------------------|---|----|-----|-----|
| Biography | 7 | 3 | 1.5 | 3.5 |
| Romance | 7 | 10 | 1.5 | 1 |
| Social welfare | 5 | 2 | 3 | 5 |
| History | 3 | 6 | 4.5 | 2 |
| Adventure | 3 | 1 | 4.5 | 7 |
| Philosophy-religion | 2 | 1 | 6.5 | 7 |
| Detective stories | 2 | 3 | 6.5 | 3.5 |
| Science | | 1 | | 7 |

Voracious readers

6

Can you think of any one single important event that led you to decide your occupation?

None

Yes, World War II, Husband's transferable job.

9 10 1 1

Husband's illness & erratic income, unhappy home, etc.

6 2

Fell in love and got married

4 3

Did you ever wish to enter the occupation of your father, mother, brother, sister, teacher, friend etc.

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---------------|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| None | 8 | 12 | 1 | 1 |
| Father's job | 5 | 3 | 2 | 2.5 |
| Teacher's job | 3 | 3 | 3 | 2.5 |
| Friend's job | 1 | | 4 | |
| Mother | | 2 | | 4 |

What factors have helped you in the achievement of your goals?

| | | | | |
|---|----|----|-----|----|
| Habit of hard work, devotion to work, perseverance, patience, self-confidence, conscientiousness, courage, inclination, exactness, uninhibition | 21 | | 1 | |
| Parents & husbands encouragement and non-interference | 8 | 10 | 2 | 1 |
| Opportunity or luck | 3 | 3 | 3 | 4 |
| Influence of school, college teachers | 2 | 1 | 4.5 | .5 |
| Necessity to help parents | 2 | | 4.5 | |
| Goals yet not achieved | 1 | 4 | 6 | 3 |
| Adjustability, determination, unselfishness | | 7 | | 2 |

Why do you work?

| | | |
|--|----|-----|
| Like it, it is intellectually exciting and challenging | 11 | 1 |
| Economically we are secure | 6 | 2 |
| Cannot stay home doing nothing | 5 | 3 |
| To get wider social contacts | 3 | 4.5 |
| Not to waste the country's money spent on my education | 3 | 4.5 |
| To feel independent | 2 | 6.5 |
| As children are grown up, to utilize time | 2 | 6.5 |
| To serve people | 1 | 8.5 |
| To influence people intellectually | 1 | 8.5 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What value did you see in entering your present way of life? | | | | |
| To built up character of future citizens | 5 | | 1.5 | |
| To maintain intellectual integrity, derive intellectual and emotional satisfaction | 5 | | 1.5 | |
| Independence of thought, action, economical independence | 4 | | 3 | |
| Avoiding of boredom, vegetation and waste of time at parties | 3 | | 4 | |
| To be able to share interests and get companionship | 2 | | 5 | |
| For security | 1 | | 6.5 | |
| To feel a sense of equality to man | 1 | | 6.5 | |
| What are some of the satisfying things about what you do? | | | | |
| Sharpening of intellect by discussion, creative writing, influencing people gives a sense of achievement | 10 | | 1 | |
| Meeting interesting people | 5 | | 2.5 | |
| Having a sense of usefulness of being help to sick and needy | 5 | | 2.5 | |
| Seeing young people growing | 4 | | 4 | |
| Setting an example of hard work | 2 | | 5 | |
| To see children growing | 15 | | 1 | |
| To see beautiful home running efficiently within the budget | 14 | | 2 | |
| To see husband being well-fed and happy | 6 | | 3.5 | |
| To win admiration from friends as being good hostess | 6 | | 3.5 | |
| To help husband is satisfying | 4 | | .5 | |
| To be able to save money | 2 | | 6 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| Are you given the facility to execute your plans at home or outside | | | | |
| Yes | 8 | 18 | 1.5 | 1 |
| Partially | 8 | 2 | 1.5 | 2 |
| No | 1 | | 8 | |
| What hindrances now get in the way of your achieving maximum satisfaction in your work outside or inside your home? | | | | |
| Lack of time, things done in great hurry | 4 | 1 | 2.5 | 7.5 |
| Physical strain and health | 2 | 4 | 6.5 | 3 |
| Inability to keep up social appointment | 2 | 2 | 6.5 | 6 |
| In-laws' interference | 1 | 5 | 9 | 1.5 |
| Servant problem | 1 | 5 | 9 | 1.5 |
| Worries of family and home that they are being neglected in their absence | 5 | | 1 | |
| Inefficient and absence of sincerity | 4 | | 2.5 | |
| Lack of free expression | 3 | | 4.5 | |
| Nepotism, corruption, prejudices | 3 | | 4.5 | |
| Non-cooperation | 1 | | 9 | |
| Lack of funds | | 3 | | 4.5 |
| Misunderstanding with the husband | | 3 | | 4.5 |
| Children's indiscipline | | 1 | | 7.5 |
| Does your husband help in looking after the home? | | | | |
| Looking after the children, their study and guest | 12 | 10 | 1 | |
| Looking after the household chores, cooking, shopping, washing | 11 | | 2 | |

.. 12 ..

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| Some people think at some stage that they wished they had entered a different career. What are these occupations in which you think you might have been better off? | | | | |
| None, satisfied with the present job. | 12 | 10 | 1 | 1 |
| Some other occupation | 5 | 10 | 2 | 2 |
| Do you think your children would have been better off and happier if you had not worked outside the home? | | | | |
| May be happier and physically healthier | 6 | | 1 | |
| No difference | 4 | | 2 | |
| Children are proud of mother being in career | 3 | | 3 | |
| What ambition you have for your children? | | | | |
| For girls, some kind of profession | 9 | 5 | 1 | 3 |
| Marriage | 4 | 7 | 3.5 | 2 |
| For boys, a profession | 7 | 10 | 2 | 1 |
| Let them make their own decision | 4 | 4 | 3.5 | 4 |
| To send them abroad | 2 | | 5 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| How do you spend your spare time? | | | | |
| Reading, writing, discussion, intellectual pursuits | 12 | 21 | 1.5 | 1 |
| Listening to music, watching dramas, attending cultural shows | 12 | 6 | 1.5 | 4 |
| Meeting friends, club visiting, attending parties | 10 | 9 | 3.5 | 3 |
| Remaining at home with the children and doing knitting, stitching | 6 | 11 | 5 | 2 |
| Going to pictures | 5 | 3 | 6 | 6.5 |
| No leisure | 1 | 3 | 7.5 | 6.5 |
| Playing games with the children, picnic with family members, walking | 10 | | 3.5 | |
| Gardening, poultry | 1 | | 7.5 | |
| Doing husband's correspondence | | 3 | | 6.5 |
| Doing social work | | 3 | | 6.5 |
| What plans do you have for your future? | | | | |
| To look after the husband and to have own house | 4 | 7 | 3 | 2 |
| To become a religious devotee | 1 | 4 | 5 | 3 |
| To continue reading, writing and go abroad for further studies | 9 | | 1 | |
| To continue in the job | 7 | | 2 | |
| To become social worker, take a part-time job, enter politics | 3 | | 4 | |
| To do something, take up a part-time job or social worker when children are grown old | | 9 | | 1 |
| To take up gardening & poultry | | 2 | | 4 |
| No ambition | | 1 | | 5 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What qualities do you think you have? | | | | |
| Organizing and administrative abilities | 9 | 4 | 1 | 1.5 |
| Ability to persevere and work hard | 8 | 8 | 2 | 4 |
| Maintaining public and social relations | 5 | 3 | 3.5 | 4 |
| Initiative and self-confidence | 3 | 2 | 6.5 | 6 |
| Have intelligent grasp, intuition | 5 | | 3.5 | |
| Showing impartiality and judgement | 4 | | 5 | |
| Teaching ability | 3 | | 6.5 | |
| Being loyal | 1 | | 8.5 | |
| Using a sense of humour | 1 | | 8.5 | |
| More responsible | | 4 | | 1.5 |
| A sense of colour scheme and to decorate home | | 3 | | 4 |
| Did you ever feel that you were not as competent as others in the field in which you wanted to excel? | | | | |
| No | 10 | 11 | 1 | 1 |
| Yes | 7 | 9 | 2 | 2 |
| How do you take successes? | | | | |
| Feel excited, happy, satisfied | 13 | 16 | 1 | 1 |
| Motivated to do better | 4 | 2 | 2.5 | 3 |
| Casually, attributed it to God's grace | 4 | 5 | 2.5 | 2 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| How do you react to failure? | | | | |
| Badly depressed, pained | 8 | 11 | 1 | 1 |
| Feel like working harder | 5 | 6 | 2 | 2 |
| Casually, attributed to God's will | 3 | 4 | 3.5 | 3 |
| Disappointed only for a short while | 3 | 2 | 3.5 | 4 |
| In what all ways have you developed in your occupation? | | | | |
| Become tolerant, patient, poised, balanced, adjustable | 21 | 13 | 1 | 1 |
| Confident | 7 | 6 | 2 | 2 |
| Mature | 4 | 3 | 4.5 | 3.5 |
| Become more social | 4 | 3 | 4.5 | 3.5 |
| Insensitiveness | 1 | 1 | 8 | 6 |
| Advanced intellectually | 5 | | 3 | |
| Developed greater insight | 3 | | 6 | |
| Developed dominance and irritability | 2 | | 7 | |
| Submissiveness | | 1 | | 5 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What occupations do you think are most suitable for women? | | | | |
| Teaching | 11 | 18 | 1.5 | 1 |
| Medicine | 11 | 14 | 1.5 | 2 |
| Nursing | 9 | 10 | 3 | 3.5 |
| All types, depending upon one's temperament, interest, abilities | 8 | 10 | 4 | 2.5 |
| Sculpturing, art, interior decoration | 5 | 4 | 5.5 | 7 |
| Secretarial | 5 | 5 | 5.5 | 5 |
| Social Work | 3 | 4 | 8.5 | 7 |
| Engineering | 3 | 2 | 8.5 | 10 |
| Journalism, editing | 2 | 2 | 11.5 | 10 |
| Administrative | 2 | 4 | 11.5 | 7 |
| Catering | 2 | 1 | 11.5 | 12 |
| Sales | 1 | 2 | 14.5 | 10 |
| Architect | 4 | | 7 | |
| Tailoring | 2 | | 11.5 | |
| Law | 1 | | 14.5 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| For what do women take up a career entirely outside rather than inside the home? | | | | |
| Economic reasons | 12 | 19 | 1 | 1 |
| To be independent, escape from unpleasantness at home, from in-laws | 8 | 16 | 2 | 2 |
| outside work more exciting, challenging and provides greater opportunity for creative expression and self-development | 6 | 7 | 3.5 | 6 |
| To share interests and have wider social contacts | 6 | 2 | 3.5 | 8 |
| To serve wider sphere | 3 | 1 | 6.5 | 9.5 |
| To avoid feeling of boredom, uselessness at home and utilize leisure time | 3 | 6 | 6 | 6 |
| Who have failed to get married and who are looking for the right man | 3 | 8 | 6 | 7 |
| Temperamentally not interested in domestic work | 2 | 10 | 8.5 | 3 |
| To do justice to their studies and continue work once they have started before marriage | 2 | 1 | 8.5 | 9.5 |
| They want to have a sense of achievement and are ambitious | 0 | | 4 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|---|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What are the reasons for women entering home life and not a career even if they are highly educated and well trained? | | | | |
| Sheer laziness and want comfortable and social life | 11 | 18 | 1 | 2 |
| Natural inclination to have a home and a family | 8 | 11 | 2 | 3 |
| Temperamentally less robust, lack confidence, motivation, are introvert | 7 | 2 | 3 | 11 |
| The claims of large family or small children | 5 | 5 | 4.5 | 5 |
| Opposition from husbands, in-laws | 5 | 15 | 4.5 | 1 |
| For health reasons | 3 | 3 | 7 | 8 |
| Lack of suitable or part-time job | 3 | 3 | 7 | 8 |
| Very well off and do not require any money | 3 | 2 | 7 | 11 |
| Snobbishness, consider below their dignity to work | 1 | 3 | 10.5 | 3 |
| Desire for a secure sheltered life | 1 | 5 | 10.5 | 5 |
| The purpose of her high education was to get a better husband | 1 | 2 | 10.5 | 11 |
| Husband's job transferable | 1 | 1 | 10.5 | 13 |
| Domestic duties, want to run the home efficiently | | 5 | | 5 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| In your opinion can both a career outside the home and family life be combined satisfactorily? | | | | |
| Yes, but with the cooperation of the husband, with some part-time job, when children are grown and other facilities are provided at home | 11 | 16 | 1 | 1 |
| No, because it gives a lot of mental worries, tension, and neglect of home and children | 6 | 4 | 2 | 2 |
| In what possible ways do husbands can help their wives who go outside the home to work? | | | | |
| By helping in domestic work, repairing gadgets | 11 | 14 | 1 | 1 |
| By being sympathetic, understanding, encouraging, cooperating | 8 | 11 | 2 | 2 |
| By being tolerant and not demanding | 7 | 6 | 3 | 4 |
| By supervising children | 6 | 9 | 4 | 3 |
| By understanding and sharing her professional interest and friends | 4 | 4 | 5 | 5 |
| By accepting her as an individual | 3 | 3 | 6 | 6 |
| By providing her conveyance | 1 | 2 | 7.5 | 7 |
| By changing food habits | 1 | | 7.5 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| In what ways wives can help their husbands? | | | | |
| By providing peaceful, comfortable home which runs within the budget and where husbands needs are satisfied | 10 | 14 | 1 | 1 |
| By having knowledge and taking interest and assisting him in his work | 8 | 9 | 2 | 3.5 |
| By being sympathetic, encouraging, understanding and not nagging | 6 | 10 | 3 | 2 |
| By looking trim, dressing smartly, and maintaining social relations | 2 | 9 | 4.5 | 3.5 |
| By taking the whole responsibility of disciplining the children | 1 | 8 | 6 | 5 |
| By maintaining good relations with in-laws | 2 | | 4.5 | |
| How would you describe an ideal Indian modern housewife? | | | | |
| One who cares for the disciplining, education of the children, who cares for her husband's needs and is a companion to him | 17 | 21 | 1 | 1 |
| One who maintains a comfortable, convenient and beautiful home by running it efficiently but effortlessly with the use of modern devices and by being less dependent upon servants, by giving fair treatment to them, using money wisely | 14 | 12 | 2 | 2 |
| One who has her own hobbies and interests outside the home also | 6 | 6 | 3 | 4 |
| One who is educated, well-informed, charming, smart and a social mixer | 5 | 9 | 4 | 3 |
| One who is artistic | 2 | 1 | 5.5 | 5.5 |
| One who is religious | 1 | 1 | 7 | 5.5 |
| One who has the ability for family planning | 2 | | 5.5 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| How would you describe an ideal professional woman? | | | | |
| One who is very efficient, hard working, sincere, honest, tolerant, having self-confidence | 10 | 12 | 1 | 1 |
| One who is equal to men in competence and does not ask for concession because she is a woman | 9 | 8 | 2 | 4 |
| One who is charming, gracious, dignified, feminine and does not throw her weights around | 8 | 8 | 3 | 2 |
| One who does justice to her home | 4 | 5 | 4 | 3 |
| One who has a sense of humour | 2 | | 5 | |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What are the qualities you dislike in a modern Indian woman? | | | | |
| Superficiality | 6 | 4 | 1.5 | 8 |
| Obsessed for clothes, fashions, ostentation in dress and make-up | 6 | 7 | 1.5 | 3 |
| Selfishness, ego-centricity, snobbishness | 5 | 4 | 3.5 | 8 |
| Wasting time in gossiping over coffee and card parties | 5 | 6 | 3.5 | 4.5 |
| Neglect of home, children and family | 4 | 6 | 6 | 4.5 |
| Mannerishness and crudeness | 4 | 4 | 6 | 8 |
| Immodesty, frivolity, promiscuity, flirtatiousness | 4 | 12 | 6 | 1 |
| Dominance, aggressiveness, competitiveness | 3 | 1 | 7.5 | 14 |
| Unintelligent, shallow copying of the Western culture | 2 | 8 | 12.5 | 2 |
| Over-confidence, over-ambitiousness | 2 | 1 | 12.5 | 14 |
| Extravagance | 2 | 1 | 12.5 | 14 |
| Lack of intellectual curiosity and seriousness | 2 | 3 | 12.5 | 10.5 |
| Lack of faith in religion and Indian culture | 2 | 3 | 12.5 | 10.5 |
| Disrespect and indifference to elders and in-laws | 2 | 1 | 12.5 | 14 |
| Too much dependency on servants | 2 | 1 | 12.5 | 14 |
| Dishonesty and false pride | 2 | | 7.5 | |
| Lack of feeling of social service | 2 | | 12.5 | |
| Smoking and drinking | | 5 | | 6 |

| | <u>FREQUENCY</u> | | <u>RANK</u> | |
|--|------------------|-------------------|---------------|-------------------|
| | <u>Career</u> | <u>Non-Career</u> | <u>Career</u> | <u>Non-Career</u> |
| What are the qualities you would like to see in a modern Indian woman? | | | | |
| Open-mindedness, alertness, independence in thinking | 12 | 5 | 1 | 4 |
| Courteous, modesty, grace, charm, feminine, well-dressed | 9 | 10 | 2 | 1 |
| Courage, confidence, hard work | 4 | 11 | 3.5 | 2 |
| Ability to help the family and society | 4 | 4 | 3.5 | 6 |
| Education, intelligence | 3 | 6 | 5.5 | 3 |
| Culturally Indian | 3 | 4 | 5.5 | 6 |
| Faithfulness to marriage | 2 | 4 | 7.5 | 6 |
| Ability to be economically independent | 1 | 2 | 9 | 8 |
| Hobbies and broad interests | 2 | | 7.5 | |